

Creche 'n' Co Limited

Inspection report for early years provision

Unique reference number 316317
Inspection date 14/11/2011
Inspector Emily Wheeldon

Setting address Hopwood Hall College, Rochdale Campus, St. Marys Gate,
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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Creche 'n' Co is one of five nurseries run by Creche 'n' Co Limited. It registered in 1990 and operates from three rooms on the ground floor of Hopwood Hall College in Rochdale town centre. School's Out operates from 8am to 6pm during school holidays except for two weeks at Christmas and three weeks in the summer. All children have access to an enclosed play area.

The nursery opens Monday to Friday during school term time for 50 weeks of the year. Sessions are from 8am until 6pm. The nursery is registered on the early years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 60 children may attend the nursery at any one time, all of whom, may be in the Early Years Foundation Stage. There are currently 91 children attending on a part-time basis. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 19 members of staff. The manager holds an honours degree in childcare and 11 staff hold level 3 childcare qualifications, four are working towards a Level 3 National Vocational Qualification in early years. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The highly motivated and enthusiastic staff provide a warm, inviting and well-resourced environment where children feel happy and secure. Children make good progress towards the early learning goals and engage in independent, active learning in an enabling and highly inclusive environment. Links with parents and other providers are effective and means that children progress well in relation to their starting points. The staff team have a clear vision for the continuous improvement of the setting. For example, staff and children look forward to the completion of the building works in the outdoor areas which will enhance children's learning across all areas.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- keep records on staff and children in a suitable secure area for the storage of confidential information. Records should only be accessible to those who have a right or professional need to see them
- ensure rooms are maintained at a temperature which ensures comfort of the children and staff, including non-mobile children
- create an indoor environment that is reassuring and comforting for all children, while providing interest through novelty from time to time with

particular reference to the nappy changing area.

The effectiveness of leadership and management of the early years provision

The staff have a secure understanding of safeguarding procedures. They clearly demonstrate the appropriate action to take in the event of any allegations or signs of child abuse. Children are further safeguarded by the setting's robust recruitment, vetting and induction procedures which help ensure the suitability of staff who work with children. An appraisal system is in place and staff access training to ensure they have the necessary knowledge and skills to care for children. Staff are well deployed and ably supported by the manager and deputy in safeguarding issues and curriculum areas. Risk assessments on the premises ensure that safety is continually monitored and reviewed. Good care is taken to ensure that only persons known to the setting collect the children at the end of the day and effective systems for passing on messages to other member of staff ensures continuity of care. All the necessary records, policies and procedures are in place and followed by the staff to allow the smooth running of the setting. However, confidential records, such as skin maps and notes about child protection issues are not kept in a secure place which means that a third party can access records and therefore, children and families are not protected.

The manager has a clear and accurate vision and consistently communicates high expectations to staff about securing improvement. The staff effectively evaluate the provision, they continually look for ways to improve their practice and previous recommendations have been met. For example, they consistently plan for focussed activities, plan next steps in children's learning and get parents involved in their children's learning. Staff have improved sleeping arrangements for babies which means babies settle more quickly. The nursery has recently been involved in the 'tuning into boys' project and staff differentiate planning to meet boys' and girls' needs and have systems in place to identify areas of learning which these particular groups of children enjoy. The nursery has achieved level five in all areas of the 'High Five' scheme developed by Rochdale Council. This further develops children's progress and ensures their welfare requirements are met.

Inclusion is at the heart of the setting as the nursery has participated in Rochdale's 'disabled children's access to childcare' which means that any child with special educational needs and/or disabilities is expertly catered for. The nursery welcomes children from all backgrounds and abilities and includes them fully in the activities. There are many children who speak English as an additional language and staff expertly support them through the use of visual aids, print in different languages and by using gestures and appropriate language. Two members of staff are bilingual and can interpret when necessary so parents are kept informed of the children's progress. Staff are able to identify children who need additional support and know the importance of establishing links with outside agencies. The nursery has policies and procedures in place should there be the need to support or refer children to outside agencies. Parents are actively involved in their children's learning and provided with good quality information about the nursery. Feedback from parents is positive and constructive and staff work hard to meet concerns

they may have. Children are allocated a key person who takes time to get to know their needs and interests. Secure links with local schools helps support transitions towards the end of the year.

The quality and standards of the early years provision and outcomes for children

All staff have a secure understanding of the Early Years Foundation Stage. Displays of children's artwork and the well-presented toys create a welcoming and inviting environment for children. However, due to the building works in the college, the heating is not sufficient and children are unable to access the outdoor areas. Staff have found innovative ways around the problem by planning a range of physical activities in the main hall in the college and by taking children out on trips to the local park and library.

A wide range of resources are used successfully to stimulate and interest children, ensuring their learning and emotional needs are met. The learning environment for babies is fit for purpose, however, the bathroom is unattractive and lacks resources, such as, mobiles and toys which means children are not stimulated. Staff are aware the bathroom is uninviting and building works around the area have meant staff have not had time to develop the space to optimum effect. Observation is integral to their practice which results in key workers having a good understanding of individual's interests and needs. The staff's knowledge about the children is utilised well to plan for the next steps in children's learning. Clear and effective systems for making sure all areas of learning are covered ensure all children's receive a broad and balanced curriculum and gaps in their learning are detected. Children enjoy their time in nursery, being encouraged to follow their own interests and select activities of their choice.

All children, including babies, show a strong sense of security within the setting because they develop confidence in exploring their surroundings and enjoy finding out what they can do. Toddlers snuggle in to adults as they share stories. Children develop good communication skills because staff engage with them, allowing them time to think and listening to what they say. Behaviour is very good and children begin to show an excellent awareness of responsibility within the setting as they wipe tables and make positive relationships with their peers by handing out plates. On trips out to the hall children demonstrate they know they must stay safe by holding onto a rope so they stay together and do not get lost.

Mathematical concepts are incorporated in children's play at every opportunity. For example, preschool children are encouraged to count steps and take part in games like 'What time is it Mr Wolf?' Staff celebrate a wide range of cultural festivals and introduce children to events, such as Remembrance Day. For example, children learn about Eid and enjoy making henna patterns and visit the cenotaph to look at the poppy wreaths and learn about the people who died. The environment throughout the nursery is inclusive and there are many positive images reflecting our diverse society. Children confidently use information, communication technology resources and a varied range of creative and role play opportunities to allow them to develop their creativity.

Children develop a range of physical skills and benefit from exercise through energetic play indoors and fresh air when going on local walks. Children develop gross motor skills as they attempt to twirl ribbons in time to music and kick footballs. All children are provided with healthy and nutritious food which is freshly prepared on site by a fully qualified chef. Children wash their hands before eating and visual prompts are available in the bathroom area to remind children of the importance of hand washing. Fire drills are practised on a regular basis ensuring the children are confident about what to do in the event of an emergency evacuation.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met